Subject Index

Action planning 101, 102, 105, 111
Action skill 11
Adaptability 82, 83
Affection, need of 11
Aggression 10, 11
Ambiguity 81
  of higher education institution 49
Anger 135, 143
Anxiety 51, 52, 81, 82, 84, 86, 90, 136, 143, 146
Argyle, M. 15
Argyris, C. 81
Assumption 85, 88, 90
Astrachan, B. 11
Attitudes 83, 101, 105
  patients in psychiatric hospitals 117–120
  staff in psychiatric hospitals 118–120, 124, 126, 133
Authority 90, 91, 110, 146
  relations 10, 11
  women and 88
Awareness 82, 83, 105
  development of 45

Bales, R.F. 59
Becket, S. 49
Beckhard, R. 80
Beers, C. 117
Behaviour, examination of own 81
  flexibility of 14, 15
Behaviour change 33, 38
Behavioural skills 17
Bellis, E. 100
Benne, K.D. 80, 85
Bennett, E.B. 61
Bennis, W.G. 16, 80
Berger, M. 70
Bickford, J.A.R. 115
Bion, W.R. 59, 85, 90
Bradford, L.P. 85
Brown, G.W. 115
Brunstetter, P.H. 14–16
Buchanan, P.C. 14–16
Bunker, D.R. 15, 22, 24

Campbell, J.P. 16
Catering industry, choice of research sites 17
  previous research in 14
  social skill training in 13–39, 73
Chammah, A. 62
Chemical industry, T-groups in 73, 80–99
Chin, R. 80
Civil Service, T-groups in 68–79
Clare, J.N. 14
'Cogwheel' system, hospital administration 115, 116
Communes, children in 150
Communication 10, 68, 101, 105, 164
  networks, 157
    psychiatric hospitals 116, 117, 119, 120, 127, 130
  of feelings 9, 10, 47, 52, 160
Community development, T-groups and 158
Community groups 55, 91
Community meetings 130, 134, 142
Community needs, related to training goals 17

Community relations, workshop in 100–114
Community workshop, aims of 101, 102, 104, 105, 111
characteristics of 100–102
composition of 100–102, 104, 107–109, 112
design of 101–103, 111–112
focus of 102
outcomes of 106
problems of 106–110
Company policy, training and 9, 97
training design and 87, 88
Comparison groups, social skills training 24
Competence 53
Competitiveness 72, 92, 156
Confidence, loss of 91
Conflict 91, 102, 127, 152
exercises
Conformity 59
Confrontation 82, 90, 111
support model 160, 161
Congruence 160
Conolly, J. 123
Content analysis 24–26
Control 90, 91, 110
Control groups, social skills training 24
Cooper, C.L. 7–12, 13–39, 16, 21, 94, 152–158
Co-operation 72, 81, 92, 113, 143
exercises 78
Counter-dependency 90
Culture shock 148
Culver, C.M. 100

Damodaran, L. 14
Dawson, J. 117
Deception, changes of 64
compared with simulation 64
Decision-making 9, 44, 45, 59, 68, 72, 77, 91, 110, 111, 149
Dependency 61, 84, 90, 91, 110, 146
Depression 55, 88, 97
Deutsch, M. 62
Diagnostic ability 11
Dunham, F. 100
Dunnette, M.D. 16

Edgerton, J.W. 100
Effectiveness, group 11
personal 11
Emotionality 63, 65
Emotions, problems of 47
role in T-groups 42
Empathy, 53, 65, 154, 160
Encounter techniques 55, 85
Erikson, E.H. 49
Evaluation, by peers 160
of organisational development scheme 84
of social skill training 15, 16, 26–39
Exercises 16, 20, 55, 70, 72, 77, 78
Expectations 86

Facial expressions 9
Families, in T-groups 149
Fantasy 91, 92, 93, 150
Feedback 10, 15, 20, 35, 45, 72, 87, 90, 91, 110, 151, 165
form of 10
Feelings awareness of 36
communication of 9, 10, 43, 52, 53, 146, 160
group process and 60
handling of 9
intellectualization of 47
use of 90
'Fishbowl' exercise 155
Flexibility 47, 48, 55
Follow-up results 34, 35, 36–38
Follow-up training 153, 156
Follow-up work 98, 104, 108, 110, 112
Freedman, J.L. 63
Freedom 48
Freeman, H. 119
Fromm, E. 118, 119
Frustration, staff in psychiatric institutions 120, 123, 127, 135

Gaming, as teaching method 61–65
Gestures 9
Gibb, J.R. 85
Godfrey, E. 73
Graversen, G. 100–114
Greenberg, M.S. 64
Group behaviour 9–11, 41
personality and 42
Group conflict 60
Group discussion 16, 20
Group dynamics 68–79, 85

Group experience, value of 55
Group interaction 24, 26, 45
Group normative structure 11, 70
Group relations 17
Group Relations Training Association 102
Group therapy, compared with T-groups 41–43
Group work, advanced programme of 157
Grubb Institute 85
Guilt 137
Gvetzkow, H. 62

Hales, E. 117
Harrison, K. 80–99
Harrison, R. 15, 21, 160
Hein, P. 151
Heller, Ruth 128
Herzberg, F. 77
Higher education, conflicts in 50
T-groups in 162, 164
Higher education institutions, functions of 50–54
Hjelholt, G. 140–151
Hostility 127, 160
Hotel and Catering Industry Training Board 13
Human relations approach 15, 141
catering industry 14
compared with community workshop 100–102

Identity 10, 47, 91
confusion of 49–51
Immigrants, see community relations.
Independence, students and 49, 50
Individuality 48, 91
Individuals, interaction of 65, 66
training of 15
Industrial training 13
Industry, T-groups in, see also catering industry; chemical industry; motor industry 7–9, 12, 80–99
Industry Training Boards 13
Influence 101, 102, 107
of trainer 10
Influence structure, community workshop and 113
Information, as pre-requisite in community workshop 108
Insight 73
Institutional environment, orientation to 45
students and 47–49, 148, 163
see also, psychiatric institutions.
Institutional structures, power in 44, 56, 119
Institutionalization, effects of 115, 116, 121
Intelligence, in group composition 108
Intentions 70
changes in 33
Interaction, levels of 62, 81, 82
Interdependency 44, 45, 101, 102
Intergroup behaviour 11, 55, 88, 92
Intergroup conflict 102
Intergroup confrontation 111
Intergroup development 102, 142, 144, 147
Intergroup exercises 70, 72, 78, 88, 92, 153, 154
Intergroup relations 17, 85, 101, 136, 141, 143, 152, 153
Interpersonal skills 87, 154
Intervention 11, 81, 164
by trainer 10, 90, 92, 93, 165
Interviewing 68, 77, 78
Intimacy 110
in group composition 10
Involvement 43, 44, 53, 65
level of 10, 108, 110

Job dissatisfaction 81
Job profiles 23, 34
Job satisfaction 14
John, A.L. 118
Jones, K. 115, 119, 125
Jung, C.G. 123, 124

Katz, D. 96
Kelly's Role Repertory Test 21
Kelman, H.C. 64
Klein, E.B. 100
Knowledge, as pre-requisite in community workshop 108
Krauss, R.M. 62

Labour turnover 33, 38, 81
as evaluation measure 23, 24, 26
as measure of training effectiveness 31, 32
Laing, R. 123

Large groups 91, 110, 112
Lawrence, P.R. 92
Leadership 10, 44, 90, 94, 126, 143
Learning, gaming and 62
simulation and 62–65
students' attitude to 41
T-groups and 59
transfer of, see training, transfer of.
Lectures 83
Levin, G. 100
Levine, N. 40–67, 102
Lewin, K. 61
Lieberman, M.A. 42
Lorsch, J.W. 92
Lubin, B. 160
Luce, R.D. 62

Management, T-group in 7, 11, 12, 68, 76–78
see also, Organisation development.
Management by objectives 78
Management of Human Resources 76–78
Mangham, I.L. 16, 21, 94
Martin, D.V. 115
Maslow, A. 77
Massarik, F. 9
McGhee, A. 118
Measurement of change 16, 21, 23
Mental health clinic, staff T-group in 163, 164
Mental hospitals, see Psychiatric institutions.
Mental illness 123
Miles, M.B. 10, 11, 15, 22
Miller, E.J. 85, 92, 98
Mills, T.M. 42
Mini-society 140–151
Moreno, J.L. 59
Moscow, D. 70, 73
Motivation 33, 77, 83, 109
changes in 33
Motor industry, T-groups in 73
Multi-racial setting, T-group in 100–114

National Training Laboratory 15, 94

Observation 23, 155
Observers 68, 72, 77, 92
Oddie, H. 13–39
Olmosk, K. 100–114
On-the-job development work 95, 96
Operatives, social skill training 15–39
Organizational development 11, 12, 73–79, 102, 103
length of programme 83
location of programme 83
programme design 83, 84
programme goals 83
social skill training in 14–15
training within 84–99
see also, Management.
Orne, M.T. 64
Orwant, C. 62
Osgood, C.E. 21

Page, D. 68–79
Pairing 91
Participation 65, 66, 81, 91, 101, 110
level of 10, 108, 110
Peers, V. 119
Perception 15, 17, 21, 83
changes in 33, 38
of others 72
of trainer 22, 30
questionnaires 21, 29, 30, 34–36
see also, Awareness; Self-perception.
Performance appraisal 68, 77
Personal development, training and 138, 139, 163
Personality, group behaviour and 42
in group composition 107
interaction with social structure 64
Personality difficulties, as obstacles to training 31, 37, 139
Pickard, O.G. 14
Power 44, 70, 146
attitudes to 10
need of 11
Power structure, community workshop and 113
Prisoner's dilemma 62, 72
Problem-solving 15, 81, 103, 143, 147, 149
Process-orientated training 9, 15, 78
Professions, rivalries between 152, 154, 156, 163
Projects 16, 20
Promotion, training and 8, 9, 69, 95
Psychiatric day centre, staff T-group in 129, 132
Psychiatric institutions, administration of 115–117

communications in 116, 118–120, 127, 132
malpractices in 117
patient syndrome 120
patients' attitudes 117–120
security in 122
staff attitudes in 118–120, 124, 126, 133
staff/patient warfare 127, 131
staff T-groups in 126
T-group in 12, 115–139
Psychiatry 123
objectives of 124, 125
Psychodrama 59
Psychological testing, ethics of 64
Psychotherapy 41, 160
Purposelessness, of higher education institution 49

Questionnaires, behaviour change (PCI) 22, 23, 29–33, 36–38
customer measure (CPS) 23, 26, 27, 32, 36
on residential design 94
perception (CPI) 21, 29, 30, 34–36, 38
problems of exaggeration in responses 29
programme differentiation 24–26
work relations (PFI) 27, 38

Race relations, community workshop 100–114
Racial prejudice 101, 107
Raiffa, H. 62
Raphael, W. 119
Rapoport, A. 62, 64
Rationalisation 82, 83, 88, 95, 97
Ravenswaaij, F. van 73
Redlich, F.C. 11
Redundancy 82, 83, 88, 95, 97
Representation, in community workshop 101, 109, 112
Research design, catering industry operatives 16, 19–21
community relations 103–106, 111, 112
social skills training 19–21
Resolution 90
Responsibility 143, 163
Rice, A.K. 85, 92, 98
Risk-taking 84, 91
Rivalry 152, 156
Rogers, C.R. 81, 85, 160, 166
Rognow, A. 118
Role behaviours 7, 8
Role clarification, psychiatric nurses and 118
students and 50
Role commitment 135
students and 47
Role conflicts 56
Role differentiation 11, 20
Role modelling 51, 52
Role playing 16, 20, 55, 59
as teaching method 59–61
Role relationships 12, 20, 21, 134
Rosenthal, R. 64
Rubin, I. 100
Ryder, J. 118

Safety, feelings of 43
Sample, of customers 23
Samples, extraction of 17, 19, 32
Sandison, R. 115–139
Sartre, J.P. 166
Satisfaction 11, 14
Schein, E.H. 16
School/Community relations 100, 101, 103
see also, Community workshop.
Schutz, W.C. 59
Schwartz, M.S. 115
Self-acceptance 94
Self-perception 9–11, 21, 38, 41, 94
see also, Awareness, development of.
Seminars 83
interaction in 66
social service workers 157
T-groups and 53, 55
Sensitivity 17
to interpersonal behaviour 11
to others 11, 152
Sheppard, C. 68–70
Shift work 88
Sidebotham, R. 115
Silence, maintenance of 10
Silver, H. 118
Simpson, J. 118
Simulation 76, 77
as teaching method 61–65

Slater, P.E. 67
Small groups 78, 89, 126
Smith, P.B. 10, 73, 102, 159–166
Snapes, A.W. 14
Social behaviours 53
Social class, training outcomes and 141
see, Mini-society.
Social cues, perception of 17, 20
Social norms, understanding of 17
Social psychology 58, 162
ethical problems of 64
Social relations theory, catering industry 14
Social roles 60
see also, Mini-society.
Social Sciences, conflicts in study of 53, 54
ethical problems in teaching of 64
gaming as teaching method in 61
simulation as teaching method 58
T-groups as teaching method in 58, 59
T-groups with workers in 152
Social skills training, catering industry 13–39
context of 17–19
control groups 24
effectiveness in catering industry 31–33
see also, Behaviour; Intentions; Perception.
evaluation of 15, 16, 21, 26
feasibility in catering industry 31
goals of 16, 17, 21, 31
length of 16, 22
obstacles to 31
organisational development and 15
outcomes of 32–39
research design 16, 19–21
results 26–39
social programme compared with skills programme 15, 16, 19–21, 24–39
social work 152
Social worker/client groups 158
Social worker/welfare recipient relations 100
Social workers, T-groups for 128, 129, 152–158, 164
Society, training in understanding of 140–151
Sociodrama 59
Sommerfeld, P. 103
Staff, selection for training 32
Staff meetings 129
functions of 92
Stanton, A.H. 115
Stein, D.D. 100
Stereotypes 60, 92, 108, 154
Student culture 163
Students, conflicts facing 50–54
creation of organizational structure by 49
expectations of 51–52
independence and, 49, 50
institutional environment and 47–49, 148, 163
isolation of 52, 53
T-groups with 142, 162, 164
Support-confrontation model 160, 161
Systems concepts 85

Tannenbaum, R. 9, 15
Tavistock Centre 85, 94
Teachers, see, Community workshop, composition of.
Teaching methods, gaming 61–65
role-playing 59–61
simulation 61–65
T-groups 58
Therapeutic communities 125–126
T-groups, as teaching method 54–57
basic principles of 154
compared with group therapy 41–43
composition of 19, 70, 76, 86, 89, 94, 100–101, 104, 107–109, 112, 128, 129, 140–144, 147, 153
composition of, and trainer behaviour 159–166
ethical problems of 56, 57
problems facing 10, 46, 56, 57
size of 10, 19, 89, 81, 135, 153
structure of 10
themes in large groups 91
themes in small groups 90
themes in student groups 48
trust and development of 10
Therapist, role of 42
Therapy groups 85, 126, 136
leadership of 128, 129
Thomas, C.S. 14, 100
Tolerance 149

Trainer, attitudes to 46, 56, 73, 90, 91, 129, 148, 162
behaviour of 159–166
see also, Trainer, role of.
design of training and 84, 85, 160, 165
development of 93, 94, 142
influence of 10
intervention by 10, 90
opinions of 88
orientation of 12, 47
perception of 22, 30
personality of 36
prediction of 37, 38, 56, 57
problems facing 90
role of 9, 10, 12, 17, 21, 24, 26, 36, 42, 44–46, 91, 92, 94, 97, 98, 110, 141, 144, 150, 151, 164
see also, Trainer, behaviour of.
training of 69–76, 78, 79, 97, 128, 129, 153, 157
Trainer Development Programme 69–76, 78, 79
Training, company policy and 9, 87, 88, 97
design of 11, 12, 16, 19–21, 69, 70, 76, 84–99, 101–106, 111, 112, 152, 153, 162
goals of 11, 12, 16, 17, 21, 43, 55, 73, 101, 104, 105, 111, 127, 136, 144
length of 16, 19, 22, 30, 70, 83, 110, 140, 164, 165
location of 83, 105, 109, 140, 153
models of 160
obstacles to 31, 37
organization development and 84–99
orientation of 46
outcomes of 11, 24, 32–39, 59, 94–96, 106, 131, 139
promotion and 8, 69
research into 94
students and 54–57, 162, 164
transfer of 20, 22, 37, 46, 55, 78, 90, 98, 101, 102, 104, 109, 110
see also, Follow-up results
Trust 10, 26, 38, 43, 44, 73, 76, 81, 107, 109, 112, 113, 127, 136, 155 162

Universities, functions of 50, 51

Valiquet, M.I. 15
Vegt, R. van der 15

Walton, R.F. 100
War games 62
Welfare recipient/social worker relations 100
Weschler, I.R. 9
Whittaker, D.S. 42
Whyte, W.F. 14
Willis, R.H. 64
Wing, J.K. 115
Winterton, P. 117
Women, as managers 88
Work group relations 11
improvement of 11, 12

Youth, role of 146
T-groups and 150
see also, students.

Authors' Index

Cooper, C.L. 7, 13, 152
Graversen, G. 100
Harrison, K. 80
Hjelholt, G. 140
Levine, N. 40
Oddie, H. 13
Olmosk, K. 100
Page, D.J. 68
Sandison, R. 115
Smith, P.B. 159